



ACCELERATED COLLEGE CREDIT PORTFOLIO

Model Policy

ExcelinEd Policy Toolkit - 2020

This document contains a model policy for the creation of a portfolio of options for accelerated college credit courses. Download this model policy as an [editable Microsoft Word document](#).

SUMMARY

This model legislation outlines a variety of accelerated college credit courses to be available within each public high school.

ADDITIONAL CONSIDERATIONS

The required accelerated college credit courses listed in Section 1(B) should match available course options in the state. A complimentary Advanced Placement (AP) Incentive Program model policy can be found [here](#). This model policy does not include the funding mechanism for accelerated college credit, but it is recommended states strive to reduce/eliminate the cost to families and students through multiple avenues, such as providing funding for exam fees. Federal funds can also be utilized to support student attainment of accelerated college credit such as Title I, Title II (for the teacher professional development) and Title IV.

MODEL POLICY - ACCELERATED COLLEGE CREDIT PORTFOLIO

Be it Enacted by the Legislature of the (state):

Section 1

- A. As used in this section, the terms have the following meanings:
 - a. "Accelerated college credit courses" means courses whereby a student enrolled in grades 6-12 can earn credit at an institution of higher education.
 - b. "Institution of higher education" means
 - i. A public or private non-profit university or college, community college, local district college, or area technical college; or
 - ii. A postsecondary career and technical education program.
 - c. "Dual enrollment" encompasses both dual enrollment and concurrent enrollment with an institution of higher education.
- B. Each public high school must provide at least three (3) types of accelerated college credit offerings and at least six (6) courses. Accelerated college credit offerings shall include:
 - a. Dual enrollment
 - b. Advanced Placement (AP)
 - c. Course or sequence of courses that lead to an industry certification linked to an occupation with high demand and high wages
 - d. International Baccalaureate (IB)
 - e. College-Level Examination Program (CLEP)
 - f. Cambridge Advanced International Certificate of Education (AICE)
- C. The (*Department of Education*) shall develop rules on the process for enrolling eligible students in grades 6-8 in the accelerated college credit offerings by (*date*). The (*Department of Education*) may promulgate exceptions or increases in the required number and types of accelerated college credit courses based on the student enrollment of (state) public high schools.
- D. A taskforce with representatives from the (*Department of Education*), (*Department of Higher Education*), (*Department of Workforce Development*) and business/industry must annually develop an approved accelerated college credit courses list that aligns with in-demand, high-wage careers by (*date*). The (*Department of Education*) is required to publish and communicate the approved list with local education agencies (districts) by (*date*). Accelerated college credit courses must be available to students in general education and technical education.
- E. Articulation agreements must exist with local education agencies for all participating non-public private institutions of higher education and all public institutions of higher education for all accelerated college credit



course offerings listed in Section 1(B). The (*Department of Higher Education*) shall promulgate the timeline and rules for the development of the articulation agreements by (*date*). All articulation agreements must be in place by (*date*).

- F. Articulation agreements, wherever possible, must standardized transferability of college credits, exam scores or grades to earn the postsecondary credit and applicability of credit to a credential program for all participating postsecondary institutions.
- G. Annually, the (*Department of Education*) is required to publish a report on accelerated college credit courses disaggregated by student demographic and socio-economic status. The report shall include items such as:
 - a. Course offerings by school and district;
 - b. Enrollment by subject area;
 - c. Credit attainment by accelerated college credit course; and
 - d. Acceptance and persistence in institutions of higher education for students who obtained credit.
- H. The (*Department of Education*) must ensure that the state accountability system and report cards appropriately reflect the access to and attainment of accelerated college credit courses.

Section 2

The Act becomes effective _____.